



RATIONALE FOR REQUIRING CONTINUING PROFESSIONAL EDUCATION FOR RELICENSURE

(The following is taken from the Association of State and Provincial Psychology Boards Guidelines for Continuing Professional Education, July 9, 2001):

In light of the dearth of data on the relationship between continuing education and improved practice, supporters rely on face validity to determine the impact of CPE. Continuing professional education is seen as a means of providing information, disseminating knowledge, developing skills, enhancing performance, and facilitating important attitudinal changes that may lay the groundwork for improved performance (Davis, et al, 1999). Thus, while the actual relationship between continuing professional education and improved practice may be difficult to measure, the knowledge, skills, and abilities acquired through CPE activities become part of an ongoing accumulation of information that may cause a practitioner to alter his or her practice over time (Queeney & English, 1994).

Mandatory continuing professional education offers one mechanism for addressing the regulatory function of consumer protection. CPE should lead to more effective services to the consumer by increasing the competencies, skills, knowledge, and professionalism of the psychologist. The ultimate effectiveness of CPE programs depends, in large part, on the availability of programs that are targeted to the specific needs of psychologists, that complement or expand the work they do, and that keep pace with the changes in the discipline (Linder-Crow, 1998).

Guidelines from ASPPB are designed to encourage licensing boards to use mandatory CPE as a means of creating more competent licensees, decreasing professional isolation by providing a stimulating forum for networking with colleagues, encouraging practice competence as required by both the ASPPB Code of Conduct (ASPPB, 1991) and the APA Ethical Principles (APA, 1992), and facilitating safer and higher quality psychological services for consumers.

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